MANUAL TRAINING IN THE CITY'S PUBLIC SCHOOLS

Prominent Teacher Tells What Manual Training is, and Dispels Illusions in Regard to it-An Important Part of Education and Not Apprenticeship for a Trade.

trial classes, and indeed to all other classes, that the great mass of the people he raised to a culture which shall emista o a proper appreciation of the dignity of labor, and the results of labor In order to do this, we must furnish our of this great phase of life, that they may, later on, occupy an intelligent post-tion towards industrial products and pro-

The tendency to-day is to make educaion adapted and concrete. It is coming to be realized more and more that the problem of the school is to fit the pupil for life as he will actually live it, to rain him for action, and not merely for speech and enumeration. The most portentous movement in this direction has come in the introduction of manual

graining.
To one who is considering the subject for the first time, three questions naturally arise: First, what is "Manual Training?" Second, why should it be introduced into the schools? Third, How on it be put into our present school syshough in an incomplete manner, to an Jwer these questions.
WHAT IS "MANUAL TRAINING?"

First and last, it is mental training. It is mental training through the hand and the eye, the cultivation of the hand and eye to acquire ideas from objects and then to express those ideas. a means of adjustment of mind and matter, being the complement of the mind in getting control of the environment. Its function is to train the judgment and the executive faculty, in brief, to teach the pupil to think. "Any form of constructive work that serves to develop the power of the pupil through spontaneous and intelligent self-activity" may be called manual training.

There are certain fallacies in connec

tion with the subject which it will be well to set forth clearly at once.

First, manual training does not mean e preparation for any particular trade The central thought is education; and, while it should have in view actual utility, yet the preparation for higher tech-nical work is incidental. Its function Is not to serve as an apprenticeship for trades; but it is intended to lay a foundation for a broader, better, more intelligent, more sympathetic life than it is possible for the ordinary school course to furnish. The methods of manual training must not be considered as an end in themselves, but solely as mean to an end. The art, not the trade, is the aim of such a course. Growing boys and girls are bubbling over with spontaneous activity, and this is a means of turning it into the right channel and developing the bodily and mental powers by systematic exercises. It is imma-terial whether the boy in the manual training course makes anything of value or not, for he himself is the only product :learly distinguish between the industrial training of the "trade schools" and manand training in the broader sense which we are now considering it.

Second, manual training is not for larger and older boys only, but for small children and for girls as well. It can be given in any grade of any school, from the kindergarten through the high school; and it is to be hoped that the kindergarten will very soon be added to our system, for this is the proper begin-ning in the school system.

Third, manual training is not intended

as a substitute for any of the means now being employed in education, but as an extension, as something necessary to make education more complete. There is nothing incompatible or incongruous between literary culture and technical each other in a well-rounded and coherent system of dicipline, which seeks to bring into harmony both the physical and

Fourth, manual training is no new

intellectual forces.

"fad" The fact is that, while its greatest agitation has been in the last few decades, it really dates back to the sixteenth century, coming into notice with pedagogie realism, which in the seventeenth century arese in opposition to the prevailing humanism. Martin Luther, early in the sixteenth century advised that such work be put into the school course; but the resulting Protestant Tumanistic type of schools was due to Melanchthon more than to Luther, and Luthers advice in this direction amounted to little. A number of great educators-Comenius, Basedow, Locke, Peslalozzi, Herbert, Froebel and others-adrecated it in one form or another, and it gradually grew in importance, until at present it prevails in the schools of Northern Europe especially-in Sweden, Norway, Denmark, Finland-and also in Russia, Austria, Germany, France, Bel glum and Switzerland. It has made considerable progress in England, and its spread has been especially rapid in the last few years in America. WHY SHOULD MANUAL TRAINING

BE INTRODUCED?

The reasons are many. For the sake of convenience, they may be considered

om several standpoints. First, from an economic and social tandpoint. The school must do more han merely impart knowledge; it must hurn out men to do something. The world needs and demands men of action. An ducation must be one of doing, or it vill be sadly one-sided. The thoughts of our great modern inventors deserve equal rank with those of the old phi-osophers. Modern manufactures and ommerce demand the highest intelligence and the most accurate thought. Without education man cannot be more than a piece of automatic machinery. with it he can raise and ennouse me through art, and this is the only way through art, and ennobled. The it can be raised and ennobled. The to-day is inconsistent with ignorance

tendencies must be carefully guarded. Second, from the standpoint of the second, from the standpoint of the historic development of the human race, one of the strongest divisions between brute and human existence is found in the use of tools by the latter. Man has developed a use of hands as specialized from the feet. The physical and psychical development of the man is but a repetition of the story of the race. The phases of the spiritual development of cultured man are analogous to those of the history of culture. The history of the development of humanity demon-strates the educational value of work. gogic application of the law that individual development is a repetition of social development. We must proceed step by step, according to the development of the physical and mental powers of the child. It logically follows that we should begin manual training in the very lowest grades, and thus gradually a quaint the child, through his own

work, with the practical world.

Third, from the standpoint of pedagogic development, the history of education, like other branches of history, manistic education. Then came the real istic education, with experimental science and observation. There has been ever since a struggle between the two types. first one prevailing then the other. Pes-talozzi struggled against verbalism, and his followers took up his work. Manua training advanced the method of intuitive instruction. It requires continued observation. Froebel sought education through self-activity. The true educathrough self-activity. The true educa-tion works from within, and the child contributes a large share to his own education. It seems to me there can be no question as to the better educational method. Knowledge and skill acquired experience are property with a life nure: what is learned by rote, or for examination purposes only, is a fleeting and vain possession.

Fourth, from the standpoint of psychology. The central nervous system is a threefold composition: (1) The afferent or sensory (2) the central or distributive; (3) the efferent or motor. To secure control of the motor elements, there must be refinement in sense, perception and accompanying central changes. such refinement comes an increase in the strength, accuracy and readiness with which the motor elements respond. The intellectual type of reaction can come only when there is a high degree of responsiveness among the central cells. If the efferent portion is well organized, the anatomical conditions are fulfiled for a man of action; but if there be an exaggeration of the afferent portion there will be merely passive existence. Also, any lack of early experience, physiologists tell us, may leave a spot in Also, any lack of the special special

veloped, and this is a very serious aspect of the matter.

Now, as Professor James says, there can be "no reception without reaction, no impression without correlative expectation, the received the control maying which pression-this is the great maxim which no impression that the great maxim which the teacher ought never to forget." Verbal reactions, however useful they may be, are not sufficient. Motor consequences are necessary to "clinch the impression." To have a complete mental act there must be a corresponding deed, brought about through feeling, thinking and willing; and this expression reacts in the form of a still further impression, making, as Professor Dewey says, a complete "organic circuit."

The problem of the school is to arouse the interest of the child. Physiologically, to arouse the interest quickens the

ly, to arouse the interest quickens the pulse and gives a full supply of blood for the enrichment of the entire central nervous system. Does our rather narrow (in the sense of omitting constructive work) school course produce the condition of nutrition that is demanded? The problem used to be met, in the days of the old pedagogy, with a hickory cane or peach-tree switch, and sometimes by offering medals and other prizes, but did this solve the problem? It seems that something more is required, a certain sympathy with the child-life, an appre ciation of the justice and honor due the child-nature, a more accurate knowledge of the child as an individual and his needs, and a better fitting of the school tasks to these needs.

Anyone who has watched a child must agree that certainly manual activity is a normal concomitant of life. The normal child is simply running over with activity and his hands are never idle. Shall we tie his hands, suppress his activity, stifle his natural interests? If not, then we must provide the prope environment for him and encourage him in every way. The close relationship which manual dexterity bears to early The close relationship development, it seems to me, is clearly established; and I think none will deny that the training of the senses, and the consequent employment of the tendencies to spontaneous activity, are pensable conditions for health, bodily, mental and moral.

Fifth, From the physical point. Many

years ago Aristotle wrote:
"In childhood and in the earliest period of education, have more care for health of the body than for the mind, and for the moral character than for the intellectual." If manual training did no more than assist in developing the body, it would be worthy of a place in the school. The schools neglect too much the physical development and the training of the senses in favor of culture of the mind. (I am, of course using the term "schools" in a general sense). Every one recognizes that change of work is necessary to prevent fatigue The sedentary employment of the puoils in the school rooms, however well ventilated the latter may be, gives the condition for restlessness, and perhaps impaired vision, for there are a good many near-sighted children in the schools. Restlessness is especially no

tal training, for it trains the intellect at the same time that it trains the hand. It assists the culture of the mind, quicaens the intellect, develops judgment and intelligence, concentrates attention, en-courages logical thought, enlarges knowl-adge and develops the power of decision. In the shaping of matters into useful nd beautiful forms, taste is cultivated, and also a sense of form and an appreclation of the beautiful.

The aesthtic element must not be neglected in education. The Art Committee of the Richmond Education Association is The movement recently started to consider the advisability of introducing manual training into the public schools of the cotty, is of great significance to all classes of the community. The rapid growth of our city along industrial lines has brought new and ever increasing rehas brought new and ever increasing rehas brought new and ever increasing responsibilities upon the municipality with respect to public education. It is to the greatest possible interest of the industrial classes, and indeed to all other classes that the great mass of the peoa truly moral man. The highest plane of physical, mental and ethical culture may be reached only by work, earnest and persevering effort.
Seventh, from the standpoint of char-

acter. Wendell Phillips said: "The best education in the world is that got by strug-

gling to get a living."

It is very natural that the more responsibility is put upon the pupil in contributing to his own education, the more independence of character will result. Manual training does this very thing. It stimulates the pupil to a delight in work, and guides the impulse to activity into the right channel, training the power of wil to work for a definite aim, and thus serves to develop a strong, determined charac-

ter.

Will is the faculty of mind, which
adapts means to ends. There must be an initial interest to rouse the will, and a sustained effort in reaching the end through the means. Manual training supplies initial interest, or, rather, it gives this interest a chance to manifest itself. The slow mind leaves perseverance and confidence, the clever one leaves conscientiousness and faithfulness. has its series of ebb and flow. With the revival of learning came an education of books, of verbalism, known as humanistic education. Then came the residual that if he is delired the revisit of the came the residual to the residual than the residual to t the distinction between actuacy and vagueness. It teaches precision, showing the pupil that if he is doing a thing he must do it either definitely right or definitely wrong, and what is more important in the life of the pupil as in that of a soldier? When the boy takes a course In manual trainging, he is, like Kipling's young recruit:

> "Gettin' clear o' dirtiness, gettin' done with mess. Gettin' shut o' doin' things rather more or less."

Eighth, from the standpoint of the boy as an individual. The boy has rights which we are bound to respect. We cannot treat him as a class; he must be considered as an individual. Boys suffer under many mistaken ideas of their elders. They are not inherently "bad." Even the "worst" boys are, nearly without exception, kind, affectionate, sometimes even demonstrati The intention is usually good, despite the

vaciliating will.

The child is not by nature destructive, but constructive. He is not lazy; he loves to work. If he is supplied with the proper materials and tools he will soon vindicate himself. Above all, he wants to be doing semething himself, to put his ideas into execution. We must give him the opportunity to do this, or we will dwarf his nature. Conception without execution re-

bent of natural inclination, of the pupil. Not all pupils are literary; for such as are not, manual training is the veny thing for development, putting them in their proper sphere, where they are no longer stupid, indifferent or "incorrigible." It stupid, indifferent or "accorrigible." It buoys "dull boys;" it ballasts "bright boys," by putting them in true relations to life. Many failures in the school-room will be explained by it. It is the best sort of gymnastics for a mind not to life. altogether normal, a kind of orthopedic surgery for the mind strengthening weak joints, healing lesions, and pre-

venting irreparable bury.

Such a course will help to make the school more attractive to the pupil, its duties more pleasant, and will establish the proper attitude of teacher to pupil and pupil to teacher, the latter pecoming in the eyes of the pupil a

friend to help and not a task-master.

This consideration of the child as an individual is a very important one, perhaps I may say the most important phase of education. The ideal society depends on strengthened individual-

Ninth from the standpoint of modern

At one time the great purpose of the teacher was to develop the receptive faculties of the child, later the emphasis fell upon the reflective faculties, with Froebel, came a recognition of the executive faculties. Now we have a great tri-unity—receptive, reflective, great executive: to neglect any one is to break asunder what God has joined to-gether in every human being. Pestalozzie made a great advance when he introduced the child to objects by bringing him in direct contact with them, giving him the thing to observe as well as the name to hear. Manual training does this, but goes a step further, and enables the pupil to make the Words and thoughts without things and creations are dead.

Psychology shows that it is necessary to express as well as receive, and lan-guage is not use only means, nor is it always the best means, of expression To teach a child to know through doing is of far greater value than a communi eation of ideas and expression in words. There is little real observation in the schools, and in learning things by heart there is a tendency to forget to look and to listen, the mind is satiated with unassimulated-knowledge and lessons become burdensome. Manual training changes the situation. Theoreti in-struction is not hindered, but helped by t, and if there is any time lost in any direction, it will be more than replaced by a gain in mental vigor. Since the school is made for the child, and not the child for the school, we must not neglect the development of his most important member-the one with which he will probably earn his living-the Education (educere) should be r 'drawing forth' of all the talents and powers. The world judges the school by its output—does it value higher the who knows a great deal, or the nan who can do, and does do, a great deal?

It is the experience of teachers who include manual training in the school course, that it makes the school more attractive to pupils and parents; helps the discipline; promotes happiness; gen-eral good spirit and cheerfulness among

strongest plea is on these grounds.
HOW MAY MANUAL TRAINING BE
INTRODUCED IN OUR SCOOLS?

then properly graded courses in all the grades, concluding with a high school course. I think it will be found best to approach the ideal by degrees, that it is not expedient to put it into all the grades at once, nor is that necessary. It seems to me best to begin in the lower primary grades, for these reasons: The work can be done in these grades

on the regular school desks in use at present, and supervised by the regular teachers; the materials used in these grades are simple and inexpensive. In these grades there are fewer subjects to be mastered, and it would be easier to work it into the programme. It seems wiser to work from the bottom up than from the top down, unless we could begin at both ends and work to the mid-dle. It is possible to get better results from pupils between the ages o ffive and fourteen. Pupils in the elementary grades should be placed in contact with the greatest possible variety of activities, so that they may know in what direction their tastes lie before going to the high or manual training high school. If put into the elementary grades on its merits, it is safe to assert that it will create a demand for more, both on the part of the publis and their parents. Its close relation to the publis and their parents. relation to the studies of the elementary school would permit of co-ordination and co-relation, which is very necessary to success. For instance, the number work of the primary grades is closely connected with constructive work for young chil-dren; the cardboard work is a kind of

In the primary grades the materials used are blocks, straws, beads, paper, pasteboard, etc., soft clay, and in the higher grades soft wood and iron are used. Drawing accompanies the work in all grades.

costing only a few (say two or three) cen per pupil. For the more advanced work (in wood) I have noticed one outfit serv-ing 120 children two days in the week and costing only \$100. By arranging for work on more than two days, say five Gays a week, of course, the same outfit would accommodate a great many more children. The introduction of manual raining is an educational question and hould not be made one of dollars and cents. If after careful investigation the thing is found to possess intriusic value, then there should be no hesitancy in suprlying all necessary funds; if it be found unprofitable, then there is no need to de-vote even a few cents for it.

vote even a few cents for it.

As said, the problem is a local one, and
no system—be it Russian, Swedish (Lloyd).
German or what not—should be adopted
in its entirety. Because a certain system
suits one city is no reason that it will suit ours. There must be a careful adap tation to local needs, in each district even iples. We should be progressive, but no radical; more slowly and surely; take the good, and only the good, in every view of the whole subject. Our school board is composed of level-

of the whole subject.

Our school board is composed of levelheaded business men of large practical
experience, and in their hands the details
of introduction may be safely trusted.

Though the good to be accomplished
by manual training is very great, we
use not be led into expecting too much.
I has its limitations. Manual training
is not the "ultima thuie" of education.
Mental culture must always remain the
first business of the school. We cannot
hope to solve all our school problems
with manual training.

Much might be said as to right ways of
teaching this subject, but we must here
be content with throwing out one caution. It is possible to teach it so that
there shall be little or no appeal to the
reflective, imaginative or; reasoning
power, but a purely mechanical use of
tools and of external routine. This results from tying the pupil's hands to the
slavish imitation of the conventional
models of some "system," teaching by
tradition, so to speak. Such a course may
produce sleek specimens for exhibition,
but what of the child? Truly, his, lasstate is worse than the has. Each plece
of work should embody a compleitthought teaching the pupil's of work should embody a complete thought clearly elaborated in the pupil's mind. All must be done in a thoroughly educational spirit on the great principles

f Froebel. President Nichols Murray Bubler says: "To introduce this subject (i. e. drawing and constructive work) into the seconding schools of this country would be a new departure. It is so, however, only because these schools have not been doing their duty by the pupils entrusted to them."

them."

There is, it seems to me, no good reason to doubt that manual training would creatly improve our present system, and that it is the duty of the school to provide the best of everything by the people. Doing must stand side of side with mowing. There must be "education through work to work. This is the slogan of the New Education Anything that of the New Education. Anything that unites labor and brains, promotes human progress and happiness. "Balance, proportion, harmony" was the ideal of the Greeks and it is the ideal of education to-day. To develop the whole beling too-day. To develop the whole being to-ward this ideal, to train up the child to ward this ideal, to train up the child to
be a man four-square, fully furnished
for the battle of life, mentally, morally
physically, this is the duty of the school.
"The world is too much with us," but
the world becomes beautiful to those who
are engaged in making it so.
"ULIAN A. BURRUSS.
Principal Leigh School.

CHOLERA MORBUS.

This is an extremely dangerous disease In almost every neighborhood some one has died from it, and in many instances before a physician could be summoned or medicine obtained. Mrs. E. H. Delano. of Durant, Mich., is subject to severe attacks of cholera morbus. During the past four years she has kept at hand a bottle of Chamberlain's Colic. Cholera and Diarrhoea Remedy, and says it has always given her quick relief. During this time she has used two bottles of it. This remedy can be depended upon in the mos severe and dangerous cases. The safe way is to keep it at hand ready for instant use. For sale by all druggists.

HOW ABOUT YOUR GROCERIES? Cooked Sliced Ham, lb., 12 1-2c.; Chipped Beef, best quality, 9c. can; large car best Salmon, 9c. can; Fresh Bologna Sausage, lh., 7c.; Sea Quads, 2 cans for 5c.; Fure Cider Vinegar, per gallon, 23c.; Pure Mixed Spices, for pickling, 20c. lb.; Large Boxes Mustard or Spice Sardines, Large Boxes Mistal of Spec Sardner, deans for 25c.; Root Beer, makes 5 gallons, 5c. bottle, Full Cream Cheese, 2 lbs. for 25c.; 3 cans of Potted Ham or Tongue, 10c.; Large Juicy Lemons, per dozen, 10c.; Large Bottles Household Ammonia, 5c.; 2 packages of Pearline, 5c.; Carolina Rice, b., 5c.; Best Ginger Snaps or Soda Crack-ers, lb., 4.-2c.; Best Feed Oats, per bush-el, 45c.; Mason Quart Jars, for preserving. per dozen, 50c.; 1-2 gallon 'ars, dozen 75c.; Large Bottles Essence of Lemon of Vanilla, 5c.; Mountain Roll Butter, per b.. 18c. Chickens and vegetables always on hand

S. ULLMAN'S SON.

There are machines and machines—the isdools cannot give the schools. Restlessness is especially not them. Technical schools cannot give the requisite training unless the foundation has been properly laid in the elementary schools.

Then there is also the importance of implified in the public schools of the land will be fightly of labor. Too many grow to manhood with wrong ideas of the classes of society. Does it savor too much of Utoplanism to say that in the general pursuit of manual training courses in the public schools of the land will be found the solution of the great questions, that rise between labor and capital?

This much can be safely asserted, that all who take such courses will grow up with a better appreciation of labor and a more sympathetic attitude toward the laboring classes.

Manual training >cts directly on and show, manual training is men.

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Manual training >cts directly on and show and capital?

Manual training >cts directly on and show, manual training showledge and absorbers of instruction.

Manual training >cts directly on and show and show manual training showledge and shown themselves really the bright public schools of the land will be said the solution of the great questions that rise between labor and capital?

This much capital interfered that man should employ his mucular powers. To develop the said of the showled

Found Here And There.

The Soldier's Prayer. (Sent to Leslie's Weekly by an American officer in Manila, and reprinted by request.)

Near the camp-fire's flickering light, In my blanket-bed I lie, Gazing through the shades of night At the twinkling stars on high. O'er me spirits in the air Silent vigils seem to keep, As I breathe my childhood's prayer, "Now I lay me down to sleep."

Softly sings the whip-poor-will In the boughs of yonder tree; Laughingly the dancing rill Swells the midnight melody. Foemen may be lurking near In the canon dark and deep; Low I breathe in Jesus' ear, "I pray Thee, Lord, my soul to keep. 'Mid those stars one face I see-One the Saviour took away-

Mother, who in infancy
Taught my baby lips to pray.
Her sweet spirit hovers near,
In the lonely mountain brake;
Take me to her, Saviour dear, "If I should die before I wake." Fainter glows the flickering ligh As each ember slowly dies Plaintively the birds of nig

Fill the air with saddening cries. Over me they seem to cry,
"You may no more awake."
Low I plead: If I should die,

"I pray Thee, Lord, my soul to take."

—Leslie's Weekly. Much Mixed.

(The War Department announces that

hereafter the army will be clad in a cloth of olive-mix, instead of blue.) Lay down the pen; pour out the ink; The songs have all been sung;
The soldier boy's not what he was
When you and I were young. What poet in the country now
Can rapt attention fix
With sentimental verses o

"The boys in olive-mix' "boys in blue" inspired us all, So did the "boys in gray"; The "blue" went very well with "do," And "gray" combined with "day." But now the list of rhyming words Is down to five or six-No one can thrill his readers with "The boys in olive-mix"?

The poets well may rise in arms, Both angered and dismayed, In these commercial days of ours War has been made a trade, A thing of balance sheet and tools, Of shovels and of picks. our feelings when Now, who can touch

"The boys in olive-mix"?

For "blue" we had our "through" and "true." And "who" and "woo" and "you," And "gray" and "May" and "lay" and

"say"-All words in "ay" would do All words in "ay would do
But now the soldier-poets must
Turn to all sorts of tricks.
And then they'll make a failure with
"The boys in olive-mix."

-Baltimore American. Found His Forte at Last. In early life 'twas thought of course he'd

be the President, He was eminently fitted, but instead of nim
The people gave to baser men the reins
of government.
Twas a shame to see how others got
ahead of him. him

Ha tried commercialism, but somehow it wouldn't go. He found it filled with intrigue and du-

plicity.

He swore that corporations smacked of regions down below,

And that financiers were wary of publicity.

It seemed a moral certainty that literature

and art
Were fields in which he'd shine and
which would bring to him
The public recognition that he craved,
but from the start
He failed—the critics "didn't do a thing to him."

It really would appear that from his labors in the past His country would regard him as a cred-

But, never mind, as "Veritas" he's struck Odd-Fellows to Have Picnic at Beach his gait at last. He's the man who writes the "Letters to the Editor."

-New York Times. The Rattle in the Bin, You may talk of your concertos, And sonatas and all that;

You may rave of Paderewski And the hair beneath his hat; You may boast of Melba's warble— But they really can't begin To make music with the rattle Of the hard coal in the bin.

world is full of singing. And it ever throbs and hums, But how quickly I forget it When the creaking coal cart comes.

Oh, it cheers my drooping spirits

When I see the chute go in. And I know I'll hear the rattle Of the hard coal in the bin.

There are those who dote on Wagner.
There are those who Verdi praise;
There are those who care for neither But prefer the ragtime lays, But a melody far dearer Doth my fancy quickly win. 'Tis the swift and vibrant rattle

Of the hard coal in the bin.

—Cleveland Plain Dealer. By en By.

Ef you des keep on a-hopin' Dat de times'il mend You boun' ter ketch de rainbow At de roun' worl's end.

Den steady, En ready W'en de storm break in de sky; Steady, En ready En you'll reach home by en by!

Ef you des keep on a-gwine

En a-kiverin' er de groun' You boun' ter ketch de rainbow W'en de worl' tu'n roun'. Den steady, En ready W'en de light fall from de sky;

En you'll reach home by en by! -Atlanta Constitution.

Each to His Work. Let me but do my work from day to In field or forest, at the desk or loom In roaring market place, or tranqui room; Let me but find it in my heart to say. When varrant wishes the hen vagrant wishes trokon me astray. "This is my work; my blessing, not my

Of all who live I am the one by whom This work can best be done in the right Then shall I see it not too great not

small
To suit my spirit and to prove my powers:
Then shall I cheerful greet the laboring hours.
And cheerful turn, when the long shadows

TRYABITA FOOD has ideas to give away. It is scientifically prepared, and Union Labor is employed in its manufacture, being thrice cooked and baked it is ready to eat at once. One big 15t package contains more substantial nourishment than 10 lbs. of Perterhouse steak and any stomach can digest it. It builds bodily and mental power and electrofies the whole system. Don't delay. Order from your grocer at once. Don't accept inferior products that counterfeit the name. A startling novelty and a Doll Receipt book free for your grocers name and a two cent stamp.

MARCONI CONFESSES TO THEFT

TRYABITA FOOD CO., Ltd., Battle Creek, Mich. A GREAT ACKAGE A 15¢ GROCERS

Nature's Ceaseless Round. The stream whose ceaseless rushing seems

The land of all its life blood and its worth Shall come again in showers to banish dearth

And fill the myriad springs with saving rain.

The lonely death of moldering buried grain.
That bursts its heart out under crushing earth.
Shall make new life arise in myriad birth.
And cover all the land with countless gain.

Even so the song that flows from deepest spring.
The word that bursts from bitterest dying mold
Of tears, love, longing, joy or passion-

cry,
Shall flood men's hearts and make them
weep and sing.
Shall bear its fruit in kind, a myriadfold;
And this shall be till song and passion die.

—The Critic.

When a Man.

When a man is twenty-five, People with respect will view His pretensions while he tells Of the things he's going to do. Fortune oft strange favor shows He may be her pet—who knows?

When he's sixty years of more Youth with an admiring eye Will observe him while ne tells Of his deeds in days gone by He may tell what tale he will Of his prowess and his skill.

In the years that lie between Those sweet periods of life All the world is sceptical, Sullen doubts are even rife. Bluffs are swiftly understood, You must hustle and "make good. —Washington Star.

An Egotist No More. He used to talk about himself, But that was years ago. He used to say but "I" and "me"— He's changed his subject, though. 'Tis wonderful the way that Time Rings changes in and how A little thing transforms—he talks Just of his baby now.
—Chicago Record-Herald.

FRATERNITY NOTES

The past week has been a big one in Royal Arcanum circles in this city. Last Tuesday night Elba Council, No. which meets at Lee Camp Hall, held a grand meeting. Applications were presented. This Council is expected to make a great increase since moving in its new quarters. Henrico Council, which meets in Ful-

Park on Friday, August 29th.

ton, had initiations and applications wer presented. This Council has already made a net increase of about 70 pe cent., and it is expected that they will have 100 per cent, net gain when Grand Council meet in April next. By doing so it will be the banner council of Virginia in percentage. Brother L. S. Mayo, assistant deputy, is now in Fulton. working up new members. His quarters are at Nelson's Hall. McCarthy Council, No. 468, had one of

the largest meetings during the warm weather last Thursday. A class was in-itiated. Amonw them were two of our prominent business men of the city. There are already enough applications pending for the council to have over the 300 mark, which will give them two representatives to the Grand Council. committee has been appointed to look into the advisability of having a social gathering of members and their wives, to be held in the fall. Mr. Harry Kemp, special deputy grand

regent, paid an official visit to this couneil and delivered an excellent address on the growth of the Order and the good it is accomplishing. Addresses were also delivered by Brother Minitree Folkes and other members of the Order. At the close of the council all the members present repaired to Morris' ice-cream nariors at the expense of the lodge. Shockoe Council. No. 805, held a very large and enthusiastic meeting at their new quarters, Masonic Temple. The members were very much pleased with their new quarters and there is every eason to believe that the success of this council will continue. Last night several were initiated and a bunch of appliations were presented. Brother J. W. Booker, the energetic

secretary, seems to have his hands fu!l. It is expected that this council will reach the 600 mark by the time the Grand Council meet next April in Roanoke Committees of three members of each lodge of Odd-Fellows' are in charge of the State picnic to be given at Beach Park. West Point August 20th. The lodges represented are: Richmond, No. 1; lefferson, No 4: Union, No 7: Friendship, No. 10; Unity, No. 84; Fitzhugh, No. 3; Aurora. No. 116; Patrick Henry, No. 28; Schiller, No. 139; Stuart, No. Henderson; Abou Ben Adhem, No. 210; Metropolitan, No. 228; Nellson Encampment. No. 2: Excelsior Encampment, No. 30: Concordia Encampment, No. 30: Friendship Rebakah, No. 11; Stonewall

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THE LAST OF THE ALLIANCE

Rev. John. H. Earle Tells of the Far-Off Land of Anam, Where He Has Been at Work.

The last of the services of the Christian and Missionary Alliance will be held to day.

One of the most interesting of the lone series of meetings was that of yesterday at which the Rev. John H. Earle told or the land of Anam, where he has recent ly been at work.

So far as can be learned Mr. Earle 1 one of the first American Protestant missionaries to penetrate into Oceania though others are planning to do so He said yesterday that Rev. Robert Jaffray one of the Alliance missionaries in South China, hopes some day to reach this land. Another young man, Rev. Henry Zehr, of Indiana, is at present in the South China Mission with the same desire. But as Anam is a French colony, the necessity of French mission-aries as pioneers has been seen. Two have already been found and are also with the missionaries in Quang Si pre-paring for an actual entrance soon. Mr. Jaffray, the missionary mentioned above, has already made a trip through the morthern part of the country. The Alli-ance is preparing to take up work in this country in earnest and hopes with-in a few months to actually have planted a mission station where, as yet, there

has been none. When asked yesterday for some account of the people of the far-distant land Mr. Earle referred to an article he has written upon the subject. This booklet describes Anam as "lying just off the course of travel and commerce which has for years been streaming along the coast of China and around the Malay Peninsula," and declares that "China, to the north and Siam on the west, have long been the scene of missionary activity, but this land of Anam, whose millions of people are comparatively un-known, lies in much the same condition spiritually as when, nearly two thousand years ago, the voice of Jesus commanded His followsers to go ye into all the world and preach the gospel to every creature.